



# FAIRLANDS PRIMARY SCHOOL

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Pound Avenue  
Stevenage  
Hertfordshire  
SG1 3JA

Tel: (01438) 351053      Headteacher: Mr Robert Staples BA (Hons)  
E-mail: [admin@fairlands.herts.sch.uk](mailto:admin@fairlands.herts.sch.uk)      [www.fairlands.herts.sch.uk](http://www.fairlands.herts.sch.uk)

## POLICY STATEMENT

## READING

<b>APPROVED BY GOVERNORS</b>	<b>September 2023</b>
<b>TO BE REVIEWED BY</b>	<b>September 2026</b>

## FAIRLANDS PRIMARY SCHOOL

### READING POLICY

*Providing every child with the opportunity to be a confident reader.*

#### **AIMS**

- To provide all children with the opportunity to become a confident reader.
- To ensure continuity and consistency in the teaching of reading across the school.

#### **The importance of reading**

The ability to read is fundamental to pupils' development as independent learners. Reading is at the heart of an enriched curriculum, which inspires and engages all children to read with fluency, accuracy, understanding and enjoyment. Pupils orchestrate a range of strategies: drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter that pupils come to understand how writers write and the special relationship, which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place within it.

#### **TEACHING AND LEARNING**

Learning effective tools for reading is a developmental process. In the Early Years and Key Stage 1 there is a greater emphasis on word reading to ensure all children can sound and blend unfamiliar printed words quickly and accurately. Word reading is taught explicitly through daily phonics sessions, following the Letters and Sounds scheme as well as shared and guided reading. The teaching of word reading through phonics continues into Key Stage 2 moving on to the Babcock spelling scheme.

Comprehension is introduced from Reception and progressively becomes a greater focus throughout Key Stage 1 and 2. Comprehension skills are built upon each year and are matched to the levels of the children. All children will develop pleasure in reading and a motivation to read. Their vocabulary and understanding will be broadened through a range of comprehension activities.

A range of reading strategies are taught using high quality texts; these are then applied in shared and guided reading sessions as well as independent activities.

From Year 1 – Year 6, core texts closely related to the year group topic are used. They develop and enhance a wide range of comprehension skills. The use of working walls and creative displays will demonstrate the children's journey of understanding a core text.

At Fairlands, there is a clear progression of skills related to the teaching of reading. This progression is followed rigorously and as this is a developmental skill the progression will be used to meet the needs of all learners.

## PLANNING FOR LEARNING

### Word Reading and Comprehension

#### Foundation Stage

Children will also work towards the learning intentions outlined in Year 1.

#### **Word Reading**

##### **Children will learn about:**

- reading phonically regular words of more than one syllable as well as many irregular but high frequency words.
- using phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

##### **Comprehension:**

##### **Children will have the opportunity to:**

- describe the main events in the simple stories they have read.

#### Year 1

Pupils entering Year 1 who are not age appropriate should continue to follow the EYFS curriculum. Previous learning will be revised and new learning will be planned. However, it is important that children still have access to these learning intentions through the books they listen to and share:

#### **Word Reading:**

##### **Children will learn about:**

- applying their phonic knowledge and skills as the route to decode words
- responding speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes
- reading accurately by blending sounds in unfamiliar words
- reading common exception words
- reading words containing taught GPC's and *\_s, \_es, \_ing, \_ed, \_er and \_est* endings
- reading other words of more than one syllable
- reading words with contractions, e.g. *I'm, I'll, We'll* and understand that the apostrophe represents the omitted letter (s)
- reading aloud accurately books that are consistent with their developing phonic knowledge

They will also build up their fluency and confidence in word reading by re-reading these books.

##### **Comprehension:**

##### **Children will have the opportunity to:**

- listen to and discuss a wide range of poems, stories and non-fiction
- make links with their own experiences
- become familiar with key stories, fairy stories and traditional tales
- recognise and join in with predictable phrases
- learn how to appreciate rhymes and poems and to recite them by heart
- discuss and clarify word meanings, linking new meanings to those already known
- draw on what they already know
- check that the text makes sense
- discuss the significance of the title and events
- make inferences
- predict what might happen

- participate in discussion about what is being read to them
- explain clearly their understanding of what is read to them

## Year 2

Children entering Year 2 will be assessed on their ability to apply their learning from year 1. Previous learning will be revised, and new learning will be planned.

### **Word Reading:**

#### **Children will learn about:**

- how to continue to apply their phonic knowledge and skills as the route to decode words
- reading accurately by blending the sounds in words
- reading accurately words of two or more syllables
- reading words containing common suffixes
- reading further common exception words
- reading most words quickly and accurately
- reading aloud books closely matched to their improving phonic knowledge

They will also build up their fluency and confidence in word reading by re-reading these books.

### **Comprehension – As Year 1 as well as that outlined below.**

Children will have the opportunity to:

- express views about a wide range of poetry, stories and non-fiction
- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- be introduced to non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss their favourite words and phrases
- continue to build up a repertoire of poems learnt by heart
- answer and ask questions
- participate in discussion about books, poems and other works that are read to them and those that they can read themselves.
- explain and discuss their understanding of books, poems and other material, both that they listen to and those that they read themselves.

## Years 3 and 4

Children entering Year 3 will be assessed on their ability to apply their learning from Key Stage 1. Previous learning will be revised, and new learning will be planned.

In Year 3, children are encouraged to develop positive attitudes to reading and understand what they have read.

These learning intentions will be delivered fully in both Years 3 and 4.

### **Word Reading:**

#### **Children will learn about:**

- applying their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
- reading further exception words, noting the unusual correspondences between spelling and sound.

**Comprehension – As previous years as well as that outlined below.**

**Children will have the opportunity to:**

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- use dictionaries to check the meaning of words
- increase familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from one paragraph and summarise these
- identify how language, structure and presentation contribute to the meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves.

**Years 5 and 6**

On entering Year 5, children will be assessed on their ability to apply their learning from Lower KS 2. Previous learning will be revised, and new learning will be planned.

These learning intentions will be delivered fully in both Years 5 and 6.

**Word Reading:**

**Children will learn about:**

- applying their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.

**Comprehension – As previous years as well as that outlined below.**

**Children will have the opportunity to:**

- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- increase their familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers and give reasons
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- learn a wide range of poetry by heart
- prepare poems and plays to read aloud and to perform
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

## **HOMEWORK AND TESTING**

Reading is a regular home learning activity. Parents and pupils are encouraged to respond to books pupils read by using their reading records. There may also be times when reading-related activities are used for home learning. This will be in line with the school's home learning policy.

## **SPECIAL EDUCATIONAL NEEDS**

Children identified as working below age related expectations will receive a differentiated curriculum; teachers will plan for this using the progression of skills. Children may have specific Wave 2 or 3 interventions to narrow the gap.

## **THE ROLE OF PARENTS AND CARERS**

The school informs parents and carers about its approach to reading through a yearly workshop focussing on Early Reading. Reading and home/school records provide a means of communication between home and school. Pupils undertake a variety of daily reading activities at home with a parent/carer. Expectation that all children will be heard read at home 3 times a week as a minimum, with families encouraged to aim for 5 times a week. Each parent will have the flyer 'Teaching Reading at Fairlands' for their child's year group, with ideas about what they can do at home to support learning.

## **RESOURCES**

Every child takes home a high-quality text each week. YN choose a library book, YR to Y6 take a colour banded reading scheme book matched to their phonics attainment, moving onto guided free choice to challenge fluent readers. From Year 2 – Year 6, children record their independent reading in their reading records.

Teachers update guided Reading booklets from YN to Y2 during guided reading sessions to monitor the reading skills each child uses. These booklets progress with the children from YN to YN.

## **ASSESSMENT AND RECORDING**

Attainment of early readers is tracked using school's reading booklet which is used to analyse gaps from YN to Y2. In KS2, the cloud-based assessment tool called Sonar is used as an AfL approach to inform teacher assessment.

## **REVIEW**

The governing body will review this policy in line with its annual cycle of review.